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**INFORMATIONAL SUBMITTAL**

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DATE OF SUBMITTAL: September 2, 2016

DATE OF MEETING: September 8, 2016

TO: Catherine Payne, Chairperson

FROM: Sione Thompson, Executive Director

AGENDA ITEM: VII. Presentation of Organizational Performance Framework Site Visits

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I. DESCRIPTION

Update and presentation to the State Public Charter School Commission on the actions of the Organizational Performance section, in regards to the compliance reviews and school site visits conducted in school year 2015-2016. In addition, the Commission will be provided an update on the Organizational Performance Framework and compliance reviews and site visits for school year 2016-2017.

II. BACKGROUND

The Organizational Framework serves as one of three areas of performance within the Performance Framework recommended by the National Association of Charter School Authorizers (NACSA). These three areas of performance-- academic, financial, and organizational-- correspond directly with the three key areas of responsibility that NACSA says should be outlined in strong state charter school laws, strong charter school contracts, and are the three areas on which a charter school's performance should be evaluated. In examining the organizational performance of a charter school, the fundamental question is whether the charter school is effective and well-run.

According to NACSA’s report, *Core Performance Framework and Guidance*, the Organizational Performance Framework:

“(D)efines the operational standards to which a charter school should be accountable to its authorizer and the public... It enables the authorizer to ensure that charter schools are respecting rights of students, staff, and families with the schools as well as the interests of the general public in ensuring that charter schools meet the legal obligations that state and federal legislatures have determined should apply... Whether it is meeting requirements for minimum instructional days and minutes or ensuring that the facility meets applicable health and safety codes, the Organizational Framework is the place where the school becomes externally accountable for how it operates.”

Specifically, the Organizational Framework consists of six areas that relate to compliance requirements, as well as school policies and procedures. **Figure 1** below provides the six areas and a sample of the requirements that fall within each area.

**Figure 1 Six Areas of the Organizational Framework**

Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Special Education	Financial Reporting Requirements	Statutory Reporting Requirements	School Policies	Health & Safety	“Catch-all”
ELL Services	Accounting Policies	Board Composition	Collective Bargaining	Transportation	Notices of Deficiency/Concern
			Licensure	Building	
			HQT Evaluations		

In September 2015, the Commission approved an annual rating for the Organizational Framework that became effective beginning in the 2015-2016 school year. Though initially proposed in conjunction with the Charter Contract renewal criteria, the annual rating system serves to simplify the compliance requirements of the Organizational Framework into five indicators. **Figure 2** below provides the five indicators and the associated metrics to meet standards for each indicator; for more information on the indicators, please see the submittal from the September 2015 meeting [here](#).

**Figure 2 Organizational Framework Annual Rating Indicators**

Organizational Performance Framework Indicators	Meets Standard
On-time completion rate for Epicenter tasks	70% or higher
Number of Notices of Deficiency issued	1 or fewer
Number of incidents of non-compliance with governing board meeting requirements*	2 or fewer
Number of incidents of non-compliance with school policy transparency requirements	1 or fewer
Satisfactory results of Compliance Review site visit	1 or fewer items

### III. UPDATE

Once the annual rating for the Organizational Framework was adopted, Commission staff needed to conduct school site visits in order to fully implement this evaluation system. From a period of late December 2015 through May 2016, the Organizational Performance section conducted site visits at all thirty-four, currently operating charter schools. In preparing both Commission staff and the charter schools for the site visit, written Site Visit Protocols were developed and provided to charter schools in order to fully communicate what items would be reviewed, the review process both before and following the site visit, and any potential follow-up actions. The Site Visit Protocols have been available on the Commission website since December 2015 and can be reviewed [here](#).

As described in the protocols, there are seventeen items that were reviewed for the site visit. The seventeen items are listed in **Figure 3** below. These items comprise the existing compliance requirements from the current Charter Contract and, in actuality, were mostly unchanged from the initial one year Charter Contract from the 2013-2014 school year.

The review process itself began before the actual site visit as Commission staff reviewed existing documents from the charter schools to minimize redundancies and duplication of work. Charter schools were aware of what items would be reviewed and could submit supporting documentation beforehand to facilitate a smoother site visit. The actual site visits involved group meetings with school leaders, administrators, and, when available, governing board members. Commission operations staff assisted during a few site visits; also, site visits for the four schools that operated preschools through the federal grant program were conducted in conjunction with the Pre-K Grant manager. Specific, detailed questions for each of the 17 review items were designed to demonstrate how schools conducted specific operations and to determine whether the practices and procedures conducted at the school showed evidence of whether the school met the minimum requirements.

**Figure 3 Items Reviewed During the 2015-2016 School Site Visits**

List of Items to Review
Special Education Student File Access Procedures
Student Records
Student Withdrawal/Transfer Procedures
Governing Board Agendas, Minutes, Roster
Principal/School Director Evaluation System
Teacher Evaluation System
Notice of Students Privacy Rights (FERPA) Procedures/Checklist
Criminal Background Check Process and Procedures
Safety Plan
Admissions Policy Posted
Admissions Wait List
Fire Drill Log
Fire Inspection Report
Driver Qualifications Folder
Vehicle Inspection documentation
Inventory Procedures
Certificate of Occupancy & Building Permits

Following the site visits, Commission staff prepared a site visit assessment report. These reports documented the practices and procedures reviewed during the site visit, notified the charter school of any areas that required additional follow-up, and, in some cases, described the actions required to address these areas. The reports also highlighted possible best practices that could serve as a resource for other charter schools interested in bolstering their administrative structure and provided resources to assist the school. Lastly, if warranted, the report also notified the school of any deficiencies found that would result in a Notice of Concern or Deficiency.

The following are some of the impressions that the site visits provided to Commission staff:

- Each charter school is unique in almost every aspect; for example, Ke Kula Niihau o Kekaha Learning Center and KANAKA, schools that are literally down the street from each other, are distinct and different in almost every aspect.
- Charter schools, for the most part, met the compliance requirements of the 17 items reviewed. Schools that did not fully meet the requirements have made good-faith efforts to meet the requirements.
- For most of the charter school system, facilities, specifically facility challenges, have the largest impact on school administrators, students, and communities. Facility challenges

- cover a wide spectrum, from having adequate play areas for children to having enough classroom space to support student growth and achievement.
- Other areas of concern for schools are in food service and transportation; this is especially relevant for our neighbor island, rural schools.
  - Areas that the Organizational Performance team noted for further follow-up and action from charter schools include the process and procedures schools are following to conduct criminal background checks, working with schools and the Department of Transportation on meeting school transportation requirements, and meeting governing board reporting requirements.

There may be follow-up visits to a few schools in school year 2016-2017; however, the results from this first round of site visits have shown that mandatory follow-ups for most schools should not be needed. The Organizational Performance team would like to thank all schools for the cooperation, assistance, and aloha that were provided throughout this process.